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AUTHOR Becker, James
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ABSTRACT

One of 10 studies commissioned to investigate research needs and to stimulate planning activities, this paper conceives the notion of dissemination in international studies as applied to the education of citizens as well as to the ways in which international studies are taught, learned, and administered in formal educational settings. The paper argues that efforts to find appropriate educational responses to the new U.S. position in the world have stimulated widespread interest in international studies and have changed the nature of the field. International studies today is likely to rely on the notion of global perspective. The paper cites the objectives of such an approach, then looks at the relationship between educational research and educational practice in this regard, and focuses on dissemination of new knowledge about international studies as a major unmet need of classroom practitioners at all levels. Four areas in which improved dissemination is necessary are: (1) questions and analyses of definitions, goals, and objectives of international studies; (2) roles of accrediting agencies, associations, publishers, school boards, state legislatures, and parents; (3) knowledge concerning the most effective modes of cooperation; and (4) relationships between federal efforts and state and local initiatives. (Author/AMH)

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James Becker

Dissemination Issues in International Studies

James Becker

Introduction

Historically, most U.S. citizens have had little interest in or knowledge about international affairs. Except in time of war or acute international crises, the U.S. environment has not been particularly supportive of individuals or organizations concerned with international affairs. Even today, in some communities, to be interested in international affairs is viewed by some as tantamount to being un-American.

Despite this unfavorable climate, changing the international orientation of U.S. citizens and keeping them informed about world events has been, and is, the concern of a variety of government, media, and private efforts. Private organizations such as The Council on Foreign Relations, The Foreign Policy Association, Global Perspectives in Education, Inc., and the Ford Foundation at the national level, local and regional groups such as the Los Angeles Council on World Affairs or similar groups in Boston, Chicago, Philadelphia, Minneapolis, and other major cities, a number of schools, colleges and universities, as well as other educational and civic groups, have maintained or supported a great variety of projects and programs designed to stimulate interest in and to provide information about the world and about the role of the United States in world affairs.

Many of these efforts have had the cooperation and, in some cases, the support, of the Department of State or other of the foreign-policy-making agencies in the Executive Branch of the federal government. In addition, other federal agencies such as the U.S. Office of Education (now the Department of Education) and the Department of Commerce have over the years supported

numerous efforts designed to train specialists in language and area studies, to encourage study and travel abroad, or to involve more businesses in international trade.

International programs for children and youth have generally been a low or non-existent priority for both government and private efforts. There are, however, some exceptions. Some of the peace groups on occasion involved a substantial number of students, and the National Education Association, the National Council for the Social Studies, and other professional education associations have maintained a long-standing interest and generated activities in this field.[1] In addition, a few of the better known and better financed world affairs councils also have on occasion offered programs for teachers and students. Another private group, the Foreign Policy Association, did from 1965 to 1971 have a school services program. Since the mid-seventies the "outreach programs" of the USOE NDEA Title VI funded programs in language and area studies have included among the groups they serve teachers and community groups.

There have also been a few special projects with considerable impact; examples include: the North Central Association Foreign Relations Project, which lasted 12 years (1956-68), held hundreds of conferences for teachers and distributed to schools more than 1½ million copies of the Foreign Relations Series, and, since 1971, Global Perspectives in Education, Inc., with its nationwide network and widely-used publications.[2] They are among the few major programs which have surved long enough to have much impact. Student exchange programs such as those offered by American Field Services are also exceptions.

Most of these efforts, like the documentaries on TV, have been geared to adult, college-level audiences. In fact, for a time there seemed to be a tacit assumption not only in the media but in other sectors of society as well that international concerns were too difficult for youth, and for most adults as well, and should be left in the hands of specialists or elites. While the justification offered for much of the activity in international affairs education was that public ignorance and apathy handicaps responsible U.S. participation in international affairs, most private and governmental efforts have been geared to informing and involving a limited number of "influentials." In fact, over the years, there seemed to be an informal agreement between the foreign-policy-makers in the Executive Branch of the government and the internationalists on the outside, many of whom played leadership roles in the organizations cited above, regarding the extent to which it was desirable to open international issues for public discussion. While the government was never totally immune from a variety of pressure group influences, it generally set the foreign policy agenda and used the media to convey that agenda to the public.

The elitist nature of many international education programs, and the emphasis on the training of specialists most needed at the moment in government and business, helps explain why there has generally been little public interest in these effort. In recent years, however, this focus has been changing.

The Expanding Role of the Public in World Affairs

Vietnam, like other instances when the elites were seriously divided, disrupted the informal alliances between foreign policy makers in government and the internationalists outside government circles. It may also have marked a

watershed in the history of public participation in international affairs. By the early 1970's the increasing public awareness of the globalization of human affairs may have made such changes inevitable in any event. The mind-boggling events since that time -- the photos from the moon, the energy crisis, environmental disasters -- have made more apparent the inseparable nature of local and international issues. In addition, with almost all government agencies, more congressional committees, state governments and even local governments beginning to play a more active role in international affairs, and trade, tourism and other transnational activities increasing rapidly, the traditional elitist nature of foreign policy making and of international education activities may no longer be tenable.

Today, there are many voices representing different segments of society calling for the improvement and expansion of international or global education. The case for adding a global or international dimension to education is not difficult to make, and the resources available for launching such an effort are substantial. But the traditional elitist nature of many past efforts and the fragmented, uncoordinated manner in which the actual or potential resources are identified and used, as well as the lack of communication and cooperation amongst the plethora of organizations and agencies with an interest in this area of human affairs make effective national policies and large scale programs most difficult.

There are, however, some encouraging signs. For example, the fact that an increasing percentage of our gross national product is dependent upon international trade and an increasing concern about our ability to compete in the world market is in some segments of the population sparking a renewed interest

in knowing more about the world and the way it works.[3]

The Need for More Knowledgeable Citizenry is Being Recognized

The need for greater public knowledge about international events and processes is being more widely recognized. There are more frequent calls for the internationalization of the American public.[4] A Presidential Commission and a U.S. Office of Education Task Force recently urged an expansion of efforts in international studies and foreign languages, at all levels of education.[5] Their efforts together with the proliferation of national, regional, state-wide and local efforts to improve and expand international or global studies, makes this an appropriate time to review the goals, needs and priorities of this field. The creation of a new Department of Education and Congressional approval of a new Title VI of the Higher Education Act also makes it a good time to consider the role of government agencies in promoting international studies, especially in those agencies charged with improving educational practice and the dissemination of information.

It is important to note that the responsibility for imparting the knowledge, skills and attitudes needed by our citizens is, in our society, widely shared. The educational system, the media, a wide range of private organizations and groups, the federal government and the states all play a part. While fully aware that the responsibility for informing citizens about the world and for encouraging their intelligent participation rests with many agencies, organizations and individuals, this paper focuses mainly on the role of our educational system, which traditionally has assumed a major role in citizen and general education.

The nation's schools and colleges are major elements in this country's international leadership. They provide education for citizen understanding of world affairs as well as training for international affairs experts. They largely determine our scientific strength. They even help the world to improve food production. Our nation's capability in world affairs depends to a large degree upon the quality of its educational system. Quality education today must include an international or global dimension.

This brief review of the nature of some past efforts to improve and expand the international orientation of Americans and the increasing interrelatedness of peoples, cultures and world issues suggests an expanding role for the public in international events and issues. This development, in turn, makes apparent the need to improve equity as well as quality in international/global studies in the nation's schools and colleges.

Schools and Colleges Play a Major Role in Efforts to Improve Public Understanding of International Affairs

School and college curricula and programs are, of course, influenced by a great variety of other educational groups. Among the more influential of such groups are accrediting agencies, textbook publishers, professional education organizations, state and federal government agencies, parents and a large number of special interests.

While schools, to a considerable degree, and colleges, to a much lesser extent, are influenced by many individuals and groups, no single individual or group is likely to control what goes on on any campus. The federal government through a variety of programs and agencies has in the last 20 years played an

increasingly important agenda-setting role on the campuses of many educational institutions. The fact that international/global studies is increasingly recognized as a national need suggests that the pressures for national policies, leadership and increased support will become more acute. The dimensions of this challenge are tremendous. The literature on efforts to improve educational practice, while instructive, gives little cause for undue optimism.

Some Elements in Improving Practice in Education

Improvements in international global studies, like improving practice in education more generally, depend upon many factors including the extent, quality, and availability of the research and development work; the clarity and appropriateness of the goals and objectives that guide such efforts; the degree to which the needed intellectual and material resources are identified and mobilized to assist teachers, professors and other educators in schools and colleges in their attempts to improve international studies; and the insights and commitments of those most responsible for making the changes. A shortcoming in many of today's educational improvement programs is that the incentives and rewards are more likely to go to those who advocate improvements rather than to those who must actually make the needed improvements.

Dissemination, a major focus of this paper, plays an important role in determining the success of attempts to improve practice in education. The quality of the information available to those proposing or seeking needed changes, the credibility of the sources of information available, the effectiveness of the communication channels linking knowledge "generators" and users are important elements in successful dissemination efforts.

But dissemination is more than a series of communication channels through which information flows. To be successful it requires the interaction of people in a purposive effort to communicate and effectively utilize knowledge. People are much better at getting people to act than are impersonal media.

Successful dissemination generally requires a team approach. Researchers are generally too narrowly trained to cope with the multi-faceted nature of "real" problems in education. The team must include members who are well-versed in the substantive fields as well as members who "know the territory" -- the culture of the school, college, university or other educational agencies involved. Linkers who have ties to both the research and "real world" environment need to be on the team. When such conditions prevail and organizational support is available, dissemination efforts have a reasonable chance of making important contributions to educational improvement efforts.

The key questions include: What is to be disseminated, to whom, by what means, for what purposes? While it is dangerous to generalize about such a complex enterprise, studies of the diffusion of information suggest that:

1. Colleagues are a major source of information about new developments in education.
2. Print materials may be used to support current practices but are not widely used to learn about innovations. When impersonal sources such as print materials are used they are likely to be curriculum specific.
3. Before making a decision about a new development, users want interpersonal interaction with other users or trainers as well as hands-on experience.

4. Key individuals in the widespread diffusion of information are those who maintain ties with a wide diversity of people. Such individuals seem to play many roles and are, therefore, important communication agents.
5. Users tend to turn to non-technical, readily available sources that provide limited information, while information systems are valued for comprehensiveness, authenticity, currency and speed.

These findings suggest some issues and guidelines for program designed to improve practice in international/global studies. Before treating these issues, let us examine the case for and the changing nature of international/global studies.

The Case for International Studies in General Education

A major function of education is to enlarge public understanding of the world. Changes in the world, including shifts in the role of the United States in the international system affects how individuals view themselves and poses challenges to many of our institutions. Increasing interdependence, the globalization of the lives of all who live on planet earth raises questions and requires new responses in all aspects of our society, particularly in our schools and colleges and in the many organizations and agencies they depend upon for support and guidance.

Edwin O. Reischauer, in a statement prepared for the President's Commission on Foreign Language and International Studies, succinctly summarizes the conditions which give rise to the need for increased emphasis on international studies.

"We and other nations are becoming increasingly dependent on trade with one another and on sharing of a limited supply of global resources. Scientific, intellectual, and cultural interchanges are becoming a more important element in all our lives... the capacity of nations mutually to destroy each other... and possibly render the whole world uninhabitable... through the resulting radition is a frightening negative interdependence unprecedented in human history."

He continues, "Given these conditions, it is imperative that young Americans should grow up with more knowledge about the outside world, a keener awareness of other peoples, and greater sensitivity to their attitudes and ways of doing things... a more sympathetic realization of the great cultural and ideological differences that exist within the world community, and, most important, a clear understanding of our own membership and very large role within this community."

Reischauer's statement highlights the special role played by the nation's elementary and secondary schools. It is during these formative years that basic attitudes are largely shaped and foundations are laid for further learning. The fact that many of our nation's future leaders attend college argues that such a comprehension should be a part of the educational experience of all college students as well.

While the need for specialists in languages, area and international studies is likely to continue to grow, without a public containing a substantial number of people who possess the knowledge and skills needed to understand the implications of policy options, those who must initiate and implement sound policies and the specialists who advise them are likely to find their actions severely limited.

The breadth of this challenge is tremendous. Yet if we are to retain global leadership and influence in the world, the need for a better informed citizenry in the field of international studies is a must. If U.S. citizens are to live intelligently and responsibly in today's interrelated world, our schools and colleges must provide additional opportunities for students to learn about and to develop the competencies needed for such participation.

The Changing Nature of International Studies

Preparing today's students for participation in an interrelated world involves much of what has traditionally been included in international studies -- the study of nations, areas, international organizations and processes, and diplomacy. More, however, is required to understand and deal with the connections and ties which today link individuals into global systems.

Today, an international or global perspective is being discussed as a dimension of citizen or of liberal education. A growing number of educational institutions and agencies are not only giving greater attention to nations, cultures and international issues, but also to the notion that the world is a system, or a number of interrelated systems, that we are all participants in such systems -- that individuals share common membership in a single species, and are linked to one another through time and space by cultural exchange and by involvement in a common fate.

This major new insight into the meaning of education is stimulating discussion of its implications for the curriculum. There is much discussion of systemic approaches, cross-cultural awareness, the study of foreign languages, comparative studies and the treatment of enduring values in a new context.

The globalization of the content of education at all levels and in all content areas is a major challenge to educators who seek to teach about the world as it is. There are an impressing number of educational efforts designed to help provide citizens with the capacities to understand and to exert some influence over the changing social, economic, and political events and processes -- processes and events which are local, national, and global.

Ordinary acts of citizenship today need a global perspective. The U.S. obviously requires the training of experts on global issues such as arms control, population, food, environmental health or energy; it is equally (if not more) important to have a globally literate population that understands how policy decisions relating to these issues affect them -- how decisions made in other countries affect them and how their choices of food, life styles, energy use, family size, etc. can affect national policies as well as the lives of people who may remain forever unknown to them. The consequences of living in a global society are only beginning to dawn on many citizens, and it is difficult to turn loose of old, comfortable ideas.

For example, in my home state, the traditional, nationalistic perception of the world exemplified on such slogans as "buy American," "America is always best" are being challenged by the popularity of Japanese automobiles, by increasing foreign investment, the increasing sale of agricultural products abroad, and the large number of students, business executives and tourists from other countries who visit our state. These same developments are increasing the number of issues that state and local governments must deal with that are inseparably domestic and international.

International/Global Studies Objectives

Today, perceived and accelerating global interdependence places additional demands on our citizens. For example, the subtle connections and linkages which tie every individual's daily life into global systems provides new opportunities to learn about and participate in world affairs and requires new knowledge, new skills and new sensitivities, including an ability to:

1. identify major historical events that have influenced the global development of human culture;
2. comprehend long-term global trends such as population growth, economic development, the patterns of resource use, the dispersion of nuclear weapons, and the possible consequences of these trends for themselves and others;
3. identify in different societies and historical settings common, human problems;
4. recognize in other cultures the needs, behaviors, life experiences, and existential concerns common to all;
5. identify technologies, institutions, languages, and beliefs that link people in many regions of the world;
6. identify the ways in which community and state are involved in the transnational flows of goods, services, information, and people;
7. reflect on the possible consequences for self and others of different world views;

8. perceive that different life styles have different impacts on the earth's biosphere;
9. identify alternative choices facing public policy-makers, to reflect upon the possible consequences of alternative choices, and to lend support to policy alternatives that seem most appropriate.

Increasingly, it is necessary for Americans to embrace simultaneously a local, national and global perspective. The ability of the United States to provide leadership in our rapidly changing world depends upon the attitudes and behavior of the general citizenry. The values and perceptions of the public place limit and help define the actions of political leaders. Thus, it makes a difference whether the public believes:

-- that resources are unlimited and we can continue to consume as in the past or that we must develop a new life-style;
-- that the world is divided into warring camps of "good guys" and "bad guys" or that nations can differ withought trying to destroy one another;
-- that foreigners are peculiar or that cultural diversity is the norm and enriches human experience;
-- that the United States can survive on its military and economic strength alone or that few problems of consequence can be resolved without the cooperation of many nations working together.

The need for more public discussion of these issues is apparent. Opportunities for such dialogue are growing but still limited.

Knowledge a Major Need

In recent years, the production, dissemination, and utilization of knowledge has become a growth industry in the social sciences. As many as half a dozen journals promote inquiry in this field, and in the last few years, many times this number of books have been published on this subject.

The impact of educational research on educational practice is much debated. There are also differing views of the relationship between research and practice. One view assumes a high degree of rationality. Researchers tackle meaningful practical problems and the results are communicated to the practitioners. This approach often seems to suggest that the main problem is dissemination.

Another approach suggests that the researcher, not the practitioner, guides the research-practice agenda. This view assumes that the problems faced by practitioners are largely defined by researchers interests and needs.

Other, more complicated, approaches assume that interactions between practitioners, policy-makers and researchers are influenced by the larger environment. As a result, both educational research and practice may be driven by external forces to a greater extent than by their influence on each other.

The more complicated view is probably the most valid approach in most circumstances. There is some evidence that in the case of international studies today, due largely to the vast sums spent on advanced training and research over the past few decades and the paucity of support for international studies in general education over the same period, the simpler view may have some merit.[6]

However, given the erosion of clear cut boundaries between local, national and international affairs, it seems likely that in addition to making the extant knowledge about the world more widely available and encouraging the effective use of such knowledge, considerable work is needed to identify, clarify and evaluate the goals, objectives, needs and resources related to the expanding role of citizens in international studies. Thus, in addition to disseminating extant information, additional attention is called for in such areas as: research on the skills, knowledge and attitudes related to this expanded role and studies focusing on effective ways of disseminating and promoting the utilization of such knowledge.

Research and expert training are, of course, necessary for international/global studies; but many experts already trained in area studies and international issues and processes are available;* and an abundance of research findings exist that need to be presented within a global context. In fact, at least in some areas of international/global studies, the United States today is blessed with an abundance of the kinds of expertise, resources and programs needed to improve and expand international studies in the nation's schools, colleges and universities. These same human and material resources have the potential for assisting the many efforts of a great variety of civic, religious, business, trade, and professional groups that already offer some programming in the international affairs field. Included are graduate research centers, college and university programs, an abundance of state-wide efforts, numerous special programs in local school

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*See The Permanent Revolution: An Assessment of the Current State of International Studies in American Universities. A Report of the International Division of the Ford Foundation, 1979.

systems and a great variety of special projects and programs seeking improvements in international studies. Private groups also abound, including: the Council on Foreign Relations, the Foreign Policy Association, numerous world affairs Councils, civic groups such as the Rotary and Lions Clubs efforts and many exchange programs. Resource and organizational directories compiled by such groups as the Council for Intercultural Studies and Programs, Global Perspectives in Education, Inc., World Without War Council, and World Information Sources provide endless lists of organizations, individuals and agencies with an interest in and resources committed to improving international studies.[7]

Knowledge about other nations, cultures, and peoples, and about international issues and processes is quite adequate for most efforts geared to informing elementary, secondary, and college students. However, this information is not widely shared either on campuses or in the larger communities where most Americans live. There is also a dearth of information about the role of individuals, local groups and non-governmental actors in international affairs. The work of Chadwick Alger and more recently of the International Studies Association calls attention to this need and suggests a variety of ways that such information may be gathered, organized and disseminated.*

So, despite an abundance of talent and resources, in many areas of international studies, the majority of students go through our schools and colleges relatively untouched by this largess, and the majority of adults who

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*See, You and Your Community in the World by Chadwick Alger and David Hoovler, Consortium for International Studies Education, Columbus, Ohio, The Ohio State University, 1978. Also see the International Studies Association Network for engaging local publics in world affairs, currently headed by Bill Chittick, Department of Political Science, The University of Georgia, Athens, Georgia 30602.

are not in school are probably unaware of the existence of this unusual accumulation of resources.* The field is characterized by fragmentation, duplication and isolation. A lack of coordination, cooperation and communication is apparent within, between and among the vast array of organizations, programs, projects and individuals with a demonstrated interest in international studies. Individual efforts are seldom linked to, or encouraged by, awareness of or support from other similar or complementary programs. Special projects within existing agencies have limited institutional support and seldom have ties to other projects with common goals or objectives. The net effect is that a great many opportunities for improvement are lost. Thus, one of the priorities in global or international studies today is how to make better use of the expertise and the knowledge that already exists. Dissemination -- greater awareness of and more widespread and more effective use of existing knowledge is one of the keys to improvements in international/global studies. A more equitable sharing of research findings, successful practice and promising experiments is a must.

Efforts to Improve and Expand International Studies are Extensive

In recent years a growing number of individuals, educational organizations and agencies at all levels of education have undertaken efforts to improve and expand international or global studies programs. For example, over the past several years, Global Perspectives in Education, Inc. (GPE) in New York, the Center for Teaching International Relations in Denver, Colorado, the Mid-America

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*Harf notes that the state of the art is good for undergraduates at a few prestigious research-oriented institutions with thriving, federally funded centers and programs. He states that "...at an overwhelming majority of institutions of higher learning, however, students are simply going through their careers without exposure to any non-American experience."

Program in Bloomington, Indiana, and a small number of other organizations have been working with educators in schools, colleges and other educational agencies to develop goals and objectives, prepare teacher and student materials, and conduct in-service training programs to promote understanding of other cultures and peoples, the policies and actions of other nations, and global issues and processes. The Indiana Consortium for International Programs; The Florida Collegiate Consortium for International/Intercultural Education; the Council for Intercultural Studies and Programs, Inc.; the professional associations associated with various language and area studies; the International Studies Association; the outreach efforts of many of the federally funded language and area studies and international studies centers, and, more recently, the Council on Learning are examples of college and university efforts designed to improve and expand international/global studies.[8]

Further evidence of the growing recognition of the need and of an increasing agreement on the nature of the steps most likely to help educators meet this need are apparent in the activities of a great many educational groups. Some examples are presented here.

A report prepared for the Council of Chief State School Officers indicates that educators are handicapped by their lack of formal training in international studies and familiarity with existing materials.[9] This report also notes that communication networks linking educators who are interested in global studies involve few individuals and are ineffective at best.

A study by the Academy of Educational Development for the United States International Communication Agency involving some 218 institutions and organizations offering help to those seeking to learn more about world affairs

reports widespread support for the creation of mechanisms such as a clearinghouse, a newsletter, networking and other means of information sharing.[10]

Reporting on a survey of over 200 teachers, Hanvey (1979) notes that (1) there were few teachers who were aware that global studies is a field; (2) many of those who were aware and active felt isolated; (3) there are some interesting local projects underway; and (4) information about these projects is not well distributed. Hanvey's recommendations for mechanisms to overcome this isolation include: (1) networks, local, regional and national in scope involving elementary, secondary and college teachers and educators in other educational agencies; (2) newsletters; (3) conferences.[11] His study was reviewed by educators attending a conference in Washington in February, 1979. They expressed strong support for efforts designed to increase contact among those active or interested in international studies.[12]

Global Perspectives in Education conducted five meetings during May and early June, 1979 in San Francisco, California; Denver, Colorado; Washington, D. C.; New York, New York; and Bloomington, Indiana. Additionally, over 200 teachers, administrators, and university personnel were contacted by telephone and mail. Those contacted concurred in the need for a clearinghouse designed to compile and disseminate materials and resources in the field through activities such as:

- direct dissemination programs at the local and regional level;
- conferences linking local and regional educators;
- a newsletter which connects all interested educators;
- networks which link those active in the field;

. identification of consultants who can assist local programs.

In September, 1980, the Indiana Department of Public Instruction and the Mid-America Program for Global Perspectives, Indiana University, sponsored ten workshops at various sites around the state of Indiana. More than 1,000 teachers participated in these sessions. Their attendance as well as their enthusiastic response to the global education materials distributed at each workshop is another example of increased interest in this field.

The National Advisory Council on Extension and Continuing Education has recommended the establishment of a clearinghouse to provide information to business, farms, trade union, church and social service organizations.

A survey of superintendents and presidents of school boards, conducted by the National School Boards Association, revealed that a majority of those responding felt that global education deserved more emphasis.

Recent statewide efforts in Illinois, Indiana, Minnesota, Florida, Michigan, North Carolina, New Jersey, Kentucky, California, Oregon and several other states serve to document the growing demand for improved and expanded programs in international studies.[13]

A comprehensive study by the Council on Learning has produced a seven-volume Global Education series, including: The Role of the Scholarly Disciplines; The World in the Curriculum: Curriculum Strategies for the 21st Century; What College Students Know about Their World; and Educating for a Global Century: Issues and Some Solutions. These volumes, together with the May, 1980 issue of The Annals, edited by Richard D. Lambert and entitled, "The New Directions in International Education," and numerous state-

wide efforts document the growing efforts to identify needs, set priorities and propose next steps at the college and university level.

Further evidence of perceived interest is evident in the fact that within the past year the National Association of Secondary School Principals, the American Association of School Administrators, the National School Boards Association, the National Association of Elementary School Principals, the National Education Association, the National Council for the Social Studies and the Association for Supervision and Curriculum Development have devoted special attention to global studies, either in their journals, newsletters or conventions, or in both.[14]

If one adds to these various local, statewide and national efforts the work of the ERIC and the activities of the Regional Labs and the extensive outreach work stimulated by and, at least, partially supported by the Department of Education, funded language and area studies centers and services, materials and resources available to help schools and colleges improve their programs in international studies is impressive indeed.

Attention also needs to be called to a largely untapped but potentially rich resource -- the large number of students from other countries who are presently living in the United States. Currently, estimates indicate more than 300,000 foreign students reside in the United States. If one adds to the resource pool the thousands of U.S. students, teachers, and other educators with overseas experience, the potential sources of help for needed improvements in international studies becomes even more expansive. Since 1949 more than two million students from developing countries have studied here.

But we are so accustomed to thinking of our schools and colleges as fixed locations in a particular community designed solely to enable professors to practice their craft that we often overlook their role in the world or how events in other areas of the world affect them and their role in helping to shape this and other nations' involvement in world affairs. Nor is the role of students as teachers given much attention. If experiential learning were more widely accepted and practiced, the opportunities and resources would be much more easily tapped.

The private foundations are also an important source of information and inspiration. While they no longer pour the massive amounts of money they once did into international studies (most of this was aimed at the graduate training level), a number of foundations still provide support in this field. The Johnson Foundation, for example, has sponsored numerous conferences bringing together educators and representatives from various governmental and civic agencies to discuss topics and devise policies in regard to teaching about various areas of the world as well as focusing on global problems, issues, and processes. Recent conferences include: Expanding Public Understanding of the Middle East, Global Perspectives Education, A Review of the Implications of the Report of the President's Commission on Foreign Languages and International Studies, and Internationalizing Community Colleges. They also produce reports and audio cassettes; topics include: "Global Education," "The United States' State in International Trade," "Human Rights Education," "How Returned Peace Corp Volunteers Can be Better Utilized," and "United States Security and SALT II."

The Stanley Foundation and the Kettering Foundation are among the other foundations which hold conferences and publish materials in this field.*

Much of this work, while encouraged, and in some cases at least partially supported by federal funds, is designed to fit into a local, regional, or state context. The fact that there are now many more state-wide regional and local efforts creates a variety of new needs at the national level. Leadership, coordination, conceptualization, and definition are among the issues which might be profitably tackled at the national level.

Some Issues in International/Global Studies

The proliferation of programs and special efforts focusing on helping Americans, especially those in schools and colleges, to become better informed and more responsible participants in an interdependent world raises a number of important issues regarding international/global studies. Among the more important ones for policy makers and program planners are:

I. The question of definition, goals and objectives

This is especially relevant at the elementary, secondary and undergraduate level of education. The implications of increasing world-wide interdependence and change are just being recognized at the highest levels of government and business. Improved and expanded advanced language and international studies training are needed to provide a large pool of experts for business and

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*For example, see the publications produced as part of "School Improvement Through Global Education," a program of the Kettering Foundation and the North Central Association of Schools and Colleges. Also see item in the Kettering publication, New Ways; or Managing Global Problems, published by the Stanley Foundation.

government. But improving public understanding of international affairs requires much more. How this challenge is defined within the context of liberal or citizen education will largely determine how schools and colleges will respond.

The kinds of information to be disseminated, the appropriateness of the channels available, the organizations and agencies involved will largely be determined by the definitions, goals and objectives used.

II. The issue of how to develop programs and policies that take into account the multiplicity of interests and influences that affect decisions about school and college curricula and programs

Those who seek to encourage educational improvements must be aware of the roles of accrediting agencies, professional education associations, textbook publishers, school boards, state legislatures, state education agencies, parents, and a variety of special interests and concerns.

The kind of information needed and the combination of individuals, agencies and organizations best suited to advance international studies in a particular school or college may vary, but accurate, up-to-date information, tailored to the needs of each of these groups is a prerequisite to hopes for improvements.

For example, textbooks are still the single most important source of information in most of the nation's elementary and secondary classrooms. The development, production of textbooks and the selection and use of textbooks provide many opportunities for individuals and groups to influence their content and use, thus improving educational practice.

III. The question of encouraging cooperation, collaboration and sharing

The vast array of educational agencies both within and outside the government, each with its own resource allocation powers, makes cooperation and sharing difficult and cumbersome. Given the structure of many of these agencies, informal networking seems to be necessary if cooperation is to take place. The sharing of resources and increased cooperation within and among the various agencies interested in international/global studies could offset somewhat the effects of tighter budgets.

Information about successful collaborative efforts needs to be more widely disseminated. Those agencies which fund programs should provide incentives for co-sponsorship of programs and for reducing duplication.

Another role federal agencies could play is hosting meetings, continuing seminars, or joint planning sessions involving representatives of key groups in the field. Such activities could facilitate collaborative research or dissemination.

IV. The relationship between federal or national efforts and state and local initiatives

The Presidential Commission Report, the National Council on Foreign Language and International Studies Programs, DOE programs, and those of other government agencies, like efforts launched by the national leadership in professional education organizations, have great potential for stimulating improvements in international/global studies. They can provide visibility, generate enthusiasm, release funds and sometimes initiate policies. As important as these functions are, not much will happen unless numerous local, state and regional efforts are made to establish priorities which relate new insights and existing knowledge to the traditional curricula and to the realities of the culture of the campuses to be served.

Highlighting the best of local, state and regional efforts, bringing local and state leadership groups together, facilitating communication and collaboration among the various groups and agencies with an interest in international/global studies, identifying resources, and helping train leaders are among the activities or roles appropriate for federal or national agencies. Encouraging joint sponsorship of conferences, training sessions or newsletters are examples of such efforts.

V. Research

In order to seek improvements in programs or policies, facts are needed. Data needs to be gathered to help funders and program planners make judgments about "what is going on," "what is working or not working," whether widely offered programs are actually being implemented, and if so, with what results. Status surveys are needed at the local, state and national level regarding classroom practice, teaching preparation and dissemination of information.

There is little evidence available regarding the impact of international or global studies efforts on the quality of education available in schools or colleges.

The work of Global Perspectives in Education, Inc., New York, New York, and the Council of Learning provide examples of what can and needs to be done. But much more evidence is needed regarding the effectiveness of various channels and programs designed to inform educators and to encourage improvements in international/global studies.

Dissemination Issues

All of these issues have implications for dissemination as well as in other aspects of the field. In addition, some more specific dissemination concerns need highlighting. They include:

1. How to maintain integrity and quality of an innovation when it is moved from original site to other locations?
2. How to develop and sustain links to a variety of potential resources for implementing educational improvements?
3. What kind of relationships are most effective between locally controlled educational improvement efforts and more general sources of knowledge?
4. In cases where practitioners use a variety of sources and channels, which sources and channels tend to reinforce or strengthen each other?
5. What kind of informal or formal arrangements and what kind of objectives seem to facilitate collaboration among organizations in the field?
6. What characteristics in individuals, classrooms and educational institutions are most crucial to adoption and implementation of improved practices?
7. What characteristics in proposed new practices are most likely to impede or facilitate adoption and implementation?
8. What kind of awareness activities are most likely to result in eventual implementation of a new practice? What steps are needed to move from initial awareness to implementation?

Summary and Conclusions

Earlier in this paper the key questions about dissemination were listed -- What is to be disseminated, to whom, by what means, for what purpose? This paper suggests that information about research, practice, resources, opportunities for special training, and goals, objectives and definitions relating to how we as individuals and in groups learn about, respond to, analyze, conceptualize and participate in our increasingly interrelated world needs to be more widely shared.

In order to improve and expand international/global studies in the nation's schools and colleges, this information must be available to and used by a great number and variety of individuals, groups and organizations, including: leadership and general membership in professional education associations, teacher organizations, state departments of public instruction, school and college administrators, accrediting agencies, publishers, parent groups, alumni, special projects, school boards, key individuals at the local, state and national level, and a host of other groups which help set the agenda in the nation's schools and colleges.

The means to be used include conferences, seminars, clearinghouses, newsletters, journals, books, formal and informal networks, press releases, surveys and studies, task forces, personal contact, mail, phone, TV, whatever means possible and appropriate to the task. Existing channels provide access to most of the interested parties or those with potential interest. Easy access to nearby sources of information and personal contact seem to be the most effective means to improve educational practice.

In the field of international/global studies much remains to be done to make the knowledge, insights and experience found in research centers and on

selected university, college and school campuses available to more students and to other institutions. Improved school and college programs designed to create a better informed citizenry more willing and able to cope with the complexities of our interrelated world is a major purpose of these efforts.

Applying the characteristics of successful dissemination efforts to current practice in the international/global studies field suggests that the field could benefit from several kinds of initiatives. For the purpose of raising the general level of public understanding of international affairs or expanding the number of individuals with some general knowledge in this field, the research and information available in centers, data banks and resource pools needs to be more widely available. The credibility of the sources of information is generally acceptable. In addition, there are many civic, educational and professional groups working to create awareness of the need for improving and expanding international studies programs.

Communication, coordination and leadership seem to be the areas most in need of improvement. There is too little sharing of existing knowledge.

The need to identify, train and utilize individuals with some understanding of the complicated nature of educational improvements in international/global studies is obvious. The need to encourage team approaches involving researchers, linkers and practitioners also is essential to efforts to improve international/global studies. The need to provide incentives and rewards to those who must change rather than only to those who advocate needed changes is crucial in this regard.

The importance of creative networking to bridge the many isolated organizational-bureaucratic units in schools, colleges, universities and other educational agencies also deserves special attention. Organizations such as the International Studies Association, the Society for International Education Training and Research, the National Council for the Social Studies, and the Washington Global International Coalition are beginning to work in this vein, but much remains to be done.

Incentives for cooperation, coordination and sharing of expertise and resources must be made explicit. Two-way communication between schools and colleges needs to be established. Outreach should be a joint endeavor involving the community, schools, centers and other parts of the college and university wherein the center is located. There are some excellent examples of successful outreach programs involving close cooperation and sharing at places such as: Indiana, Illinois, Wisconsin, Stanford, and Washington, but more such programs are needed.

Dissemination is an important element in efforts to improve practice in education. In an era of tight budgets and reviews of priorities, it can contribute to efforts to make more effective use of existing talent and resources.

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